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ABSTRACT

This practicum report describes the development and implementation of a teacher evaluation system at Eisenhower Elementary School in Pinellas County, Florida. The evaluation system developed was designed to address the goals of team teaching and individualized instruction. The system is intended to evaluate teacher performance in three areas, including 1) teacher-pupil interaction, 2) utilization of resources, and 3) teacher-team interaction. The appendix contains copies of various teacher evaluation forms developed during the course of the practicum. (JG)

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DEVELOPING AND IMPLEMENTING A SYSTEM OF TEACHER EVALUATION

By Robert E. Burke

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

EA 009 242

Pinellas Cluster
Dr. Peter Donchian, Coordinator

Maxi II
September 24, 1976

ABSTRACT

The purpose of this practicum is the construction and implementation of an evaluation system which would address itself to the evaluation of performance by teachers in a team situation who are attempting to individualize learning for their students. This evaluation system would be used to evaluate teaching performance in three areas: (1) teacher-pupil interaction, (2) utilization of resources, (3) teacher-team interaction.

The teacher evaluation system currently being used in Pinellas County lacks specificity. It does not address itself to the special problems involved with individualization of learning for students nor does it consider team teaching.

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I

IDENTIFYING THE PROBLEM

In recent years, Pinellas County has experienced a rapidly changing elementary school curriculum. There has been a move from self-contained teaching to team teaching, from the teacher being all things to all students to specialization in subject matter. There has been an accompanying emphasis placed on more individualization of learning for students. A notable example of curriculum innovation in Pinellas County schools is the county's own Reading/Language Arts Management System now being used in 51 of our 71 elementary schools. This system is a highly individualized approach to the teaching of reading/language arts with each pupil having an individual learning prescription written for him biweekly. The Pinellas County Mathematics System is a similar system which has now been implemented in 31 of our 71 elementary schools. Both of these systems take hours of training for the regular classroom teacher to learn the procedures and techniques of the system, but in addition, hours of preparation and follow-through are needed to implement and operate the system.

The Teacher Evaluation and Improvement Form currently used in the County is considered by many teachers to be inadequate with regard to the stated purpose of most teacher evaluations (i.e. a formative evaluation whose purpose is to promote professional and personal

growth). The form currently in use is enclosed (Appendix A) and basically utilizes three topics of a section entitled "Personal" and three topics under a section entitled "Professional". This form is completed by the principal of the school and the teachers involved.

McNally (1973) sets forth eleven desirable characteristics for a program of teacher evaluation. They are:

(1) The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

(2) The policies and procedures of the program reflect knowledge of the extensive research related to teacher evaluation.

(3) Teachers know and understand the criteria by which they are evaluated.

(4) The evaluation program is cooperatively planned, carried out, and evaluated by teachers, supervisors, and administrators.

(5) The evaluations are as valid and reliable as possible.

(6) Evaluations are more diagnostic than judgmental.

(7) Self evaluation is an important objective of the program.

(8) The self-image and self-respect of teachers is maintained and enhanced.

(9) The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the teaching/learning experiences provided children.

(10) The program makes ample provision for clear, personalized, constructive feedback.

(11) Teacher evaluation is seen as an integral part of the instructional leadership role of the principal and of the program of inservice teacher development.

Both teachers and principals criticized the existing County evaluation form in several of the areas set forth by McNally. The form currently in use was issued each year with a cover memo which stated the deadline for return of the form only. A written set of procedures was included on each form but these were sketchy at best (see Appendix A). Rare indeed the principal who thought to discuss each of the sections with his staff prior to the beginning of the academic year. Principals rarely even issued a copy of the evaluation form at the beginning of the year. Consequently, there were teachers who were in the position of never having seen, nor been told, the criteria used in evaluating them prior to the evaluation. The evaluation program certainly was not cooperatively planned, carried out, and evaluated by those involved. There were no written procedures as to the length or the number of observation visits which a principal must experience with each teacher. Countywide, the evaluation of teachers tended to be more judgmental than diagnostic. The format of the instrument was such that the arrangement of items was apparently quite simple but in fact, interpretation was difficult due to a single space for the rating for several areas which were clumped under a topic. There was no mention of self-evaluation as an objective or as a procedure in the evaluation program. If a teacher is unaware of the standards against which he will be measured, he will find it difficult to evaluate himself as he proceeds through the year. Since there were no written procedures covering the topic of self-evaluation, most

principals observed the teacher, invited him in to discuss the already completed evaluation form, and finally required the teacher to sign the evaluation form. The form was criticized by teachers at Eisenhower as being too broad and having a standard of comparison which was nebulous. The validity of both of these criticisms comes to light when one compares the results of a Spring evaluation form from one school to another. As one compares the ways in which the form is completed in several different schools, one cannot help but notice that some schools seem to have excellent teachers according to the form, while other schools have average teachers according to the form. Rarely does the school have a number of teachers who need to improve, yet when some teachers and principals talk "off the record" they mention the existence of a real evaluation which is done within a school and a County evaluation which is done for the benefit of the teacher and goes into the County office. A basic problem, but one which we will not address in this practicum, is the difficulty which principals have in determining a countywide standard of excellence. There is, however, a need for a more precisely stated norm to guide principals and teachers as to what is considered important in Pinellas County. It is this norm that we attempted to construct for the staff at Eisenhower Elementary School.

II

CONCEIVING A SOLUTION

As originally envisioned, the principal and staff of Eisenhower Elementary School intended to construct and implement a teacher evaluation system which addressed in a more precise way the goals of individualization and team teaching. The major part of the construction of the system would be done by a committee composed of at least one representative from each teaching team, the principal, the curriculum assistant, the reading specialist and the guidance counselor. This committee would determine essential components of teaming and individualization, discuss the components within each team and then make tentative decisions based on feedback from each team with final decisions reserved for the faculty in concert. Once the evaluation instrument was constructed and the implementation procedures were determined, the evaluation system would be implemented within the school with an initial evaluation session to serve as a pre-test and then one year later a second evaluation system to serve as a post-test for growth recorded.

As events would have it, the principal was transferred to a middle school after the pre-test was completed. The principal negotiated with Prof. Sam Kaylin, Director of Practicums at Nova University, that the evaluation for the practicum be changed from a pre-test/post-test format to the acceptance of the evaluation system by three to five elementary school principals.

III

DEVELOPING THE PRACTICUM DESIGN

Eisenhower Elementary School was started in the 1970/71 school year as a prototype school stressing team teaching, individualized learning and nongradedness in action. The principal and staff utilized interviews by teams, peer evaluation and much staff interaction in the school decision-making process. By early 1974, the staff found a strong need of a common frame of reference for evaluation of staff within the school since a common form existed county-wide but the application of the form varied from one school to another. Further, it was agreed unanimously that some definitive and useable statements of the performance norms which were held by the staff as a whole should be developed in writing. The norms were an outgrowth of the philosophy espoused by the staff and it was only logical that a system be established by which teams and individual staff members could evaluate themselves in the light of such performance norms.

In August of 1974 the principal, the curriculum assistant, the reading specialist and five team leaders brainstormed a list of teaching skills (Appendix B) and an accompanying framework which these individuals thought important for teachers at Eisenhower Elementary School. At the same time, each teaching team selected one or two representatives to serve on a school-wide evaluation committee. Other members of the evaluation committee included the principal,

the curriculum assistant, the reading specialist and the guidance counselor. The goal of the evaluation committee was to construct and implement a school-wide teacher evaluation system which would address itself to the performance norms held by the teachers at Eisenhower Elementary School. On January 28, 1974, the principal issued a memo to evaluation committee members regarding the first meeting. The memo (Appendix C) requested the members to consider and be ready to discuss eight concepts after previously discussing them within each team. The first meeting of the evaluation committee was held on Thursday, February 7th, at which time the committee set goals, listed sub-goals, determined a way of work and began to discuss the questions listed in the January 28th memo. The evaluation committee conducted eleven meetings prior to December of 1974. Each meeting lasted from one to three hours. Interspersed among these evaluation committee meetings were teaching team meetings which were chaired by the representative of the evaluation committee from that teaching team. At the teaching team meetings, the following issues were discussed:

-Why should we evaluate?

-What general areas should we evaluate?

-Who are the key input people in each of the areas mentioned in the preceding question and why are they key people?

-How should we evaluate?

-Who should get which evaluation report?

-When should we evaluate?

-How should we followup on evaluations?

-How should one evaluation relate to another?

Each teaching team, composed of eight members, spent on the average one to two hours on each of the questions. More time was spent on answering the question "What general areas should we evaluate?" than any other question. Each team used the brainstorm list (Appendix B) issued earlier as a starting point and then began to work from it either adding, deleting or modifying items. There were some serious concerns by teachers about the comprehensiveness of the list. People were concerned that no teacher could possess all of the skills listed on the checklist. This concern was answered in two ways: (1) no teacher was expected to be all things to all students, (2) there would be consideration for this in the rating system (this will be discussed later). It was determined by the evaluation committee members that four of the eight questions listed in the January 28th memo would be handled by two-person teams composed of evaluation committee members. Each duo would attempt to answer their question by utilizing input from fellow faculty members, and from discussions with fellow professionals. The four questions to be answered were (1) Why should we be evaluated? (2) Who are the key input people? (3) When should we be evaluated? (4) Who should get which evaluation report? It was decided by the committee that all members would work on the question "What general areas should we evaluate?" and that the final three questions (How should we evaluate? How should we follow up evaluation? and How should one evaluation relate to another?) be deferred until

the other questions were answered. The evaluation committee then was working on two things at once. Two-person teams were answering individual questions. The entire team was constructing, with fellow staff members, a list of individual areas which should be evaluated. Enclosed (Appendix D), the reader will find brief reports from each of the two-person teams on the results of its work.

Originally it was felt that several areas would be included in evaluation, each with its own set of subsections. The areas would be (1) team interaction (2) knowledge of curriculum (3) interaction with children (4) interaction with parents (5) organization and planning (6) classroom management (7) knowledge of materials (8) use of materials (9) use of special services and (10) ability to utilize the evaluation.

As the brainstorming list was examined and discussed in the teaching teams, items were added, deleted, or made more specific. Suggestions made by staff members and committee members came verbally or in memo form (Appendix E). For example, the staff expected itself to promote "independent work habits" in students. But what did that phrase mean? What did the successful "independent" student look like? The answer was submitted in a relatively behavioral description (evidence of time-on-task behavior, ability to work with others nearby, completion of work assigned, ability to work successfully out of the teacher's sight.

The listing of the desirable traits of an Eisenhower teacher began to change to a listing of exhortations written in behavioral terms. The legend and lore of the "good" Eisenhower teacher began to show up on paper. Concern by teachers and administrators about improper care of materials and equipment initiated the item "takes care of equipment and materials". Further discussion pointed out that teachers may take care of equipment and materials but students may not. In an attempt to make this item more precise, it was changed to "set up systems for proper care of materials and equipment by children" and finally revised again to "set up and follow through with systems for proper care of materials and equipment by children."

A good portion of the time spent by the evaluation committee from September through November of 1974 was spent in the working, reworking and the finalization of each of the items on which teachers would be evaluated. This involved the evaluation committee meeting first and discussing the listing of items. Then the individual teams were briefed and suggested modifications and clarifications of the items. During this time, the general areas of consideration were cut from ten to three. The three areas which were to be considered included teacher/pupil interaction, use of resources and teacher/team interaction.

The idea of a rating system to accompany the checklist generated a good deal of debate. This discussion centered around whether to

have a graded rating system or whether to utilize a yes/no rating system. It was felt by the majority of staff members that a rating system other than a yes/no was what was needed. The primary reason for the need, according to staff members, was to point out marginal performance and to recognize excellence. The rating system initially adopted utilized the following scale:

1=OUTSTANDING (greatly exceeds the requirement of the position)
2=AVERAGE (meets the requirements of the position)
3=WEAK (below the requirements of the position)
4=Situational circumstances make it impossible to do this

By mid-November, 1974, work on the evaluation system had progressed also to the sticky question "How Should We Evaluate?" During the preceding three years, each staff member had been utilizing input from peers in his or her evaluation session. It was felt that we would continue to make use of this method. A general format was proposed and, surprisingly enough, it was accepted by all teams with very little discussion.

It was decided that formal evaluation should occur twice during the year. The first formal evaluation would occur October or November but be completed by Thanksgiving. The second formal evaluation would occur in March. One entire team would be evaluated per week. In addition to the formal evaluations, it was decided that each team would informally evaluate themselves as a group at least twice during the year (i.e. prior to the first formal evaluation and at the very end of the second semester). During the

formal evaluation session, each person being evaluated would complete his own evaluation form and bring it to the evaluation session. In addition, the person would complete a blank transparency of Sections I, II and III of the evaluation form. The transparency would be projected on a screen and be used as a springboard for discussion. Using the transparency so that all involved might see the form, the person being evaluated would discuss each item and receive input from other members of the team. In an effort to promote high quality sessions, two ground rules were agreed upon. These ground rules were: (1) In order for a person to have input on the evaluation of any person, it must be agreed by both (the evaluator and the person being evaluated) that there was sufficient observation. (2) The principal, curriculum assistant and reading specialist would not collaborate on a group list but would give input individually during the evaluation session.

Two final questions had to be resolved. They were "How should we follow-up evaluation" and "How should one evaluation relate to another?" The staff determined that a fourth section would be added to the evaluation form. This segment would be entitled "Objectives Stemming From This Evaluation". The section would be divided into three components -- (1) What to do (2) How to do it (3) How will I determine success. It was understood that this segment of the evaluation would be completed based on input received

on the preceding three sections. Thus a person desiring to work on a weak area or to continue to work on an area already strong would list their task in specific terms and point out what success would be.

On December 16, 1974, a faculty meeting was held. The entire evaluation package was distributed to all staff members (Appendix F). The chairman of the evaluation committee described the evaluation format and the form to be used. It was pointed out that the initials next to each of the three major areas of consideration (e.g. teacher/pupil interaction) stood for positions in the school (i.e. T=teacher, CA=Curriculum Assistant, P=Principal). There were some changes which were suggested and they were accepted by the committee. For example, in the rating system an additional area was inserted between #1 (outstanding) and #2 (average). This additional area was entitled "Above Average" and necessitated a renumbering of the system. In addition, an item or two was added to each of the sections. Finally, an important change was made with the addition of a fifth major area to the evaluation form. This area was entitled "Comments (optional)". The addition of this section attempted to allow for an open-ended section which might be used to include any area not covered in the preceding evaluation form. Following its December, 1974 meeting, the evaluation committee decided to meet again in April to review the results

of the March evaluation session. In January, 1975, the evaluation form was typed, duplicated and distributed to all staff members. The evaluation sessions by teams were scheduled for the month of March, 1975.

An evaluation session for each of the five teaching teams was held March, 1975. Since the school, at that time, was on double sessions (due to an overcrowded school zone), it was possible to hold evaluation sessions in the morning and in the afternoon. One intermediate team met March 3rd-5th from 10:30 to 12:30 for a total of six hours. A primary team met March 10th-12th from 10:30 to 12:30 for a total of six hours. The other intermediate team, one needing a good deal of work, met on March 10, 11, 12, 13 and 14th in the afternoon, the usual session being from 1:30 to 4:00. This team met for a total of ten hours. The kindergarten team met on March 24th from 1:30 to 4:30 for a total of three hours and, finally, the other primary team met on March 25th and 26th from 1:30 to 5:30 for a total of eight hours. The evaluation sessions went smoothly as expected. Using the projected transparency of the checklist as a common frame of reference allowed each evaluation session to move quickly. The reader will find two examples of a completed evaluation form in Appendix G. The name on each has been omitted but all other information on the evaluation form has been included. It should be noted that all items which are rated with the numeral 1 (Outstanding) must be documented.

Each teacher has done just that. All documentation must be reviewed by the team. Also, the fourth section; "Objectives stemming from this evaluation" is filled out based on previous information gathered in the evaluation session itself. These areas are completed after the evaluation session and take into account suggestions from fellow team members, the principal, curriculum assistant and the reading specialist.

Included in Appendix H is a composite evaluation form which was distributed to each team member prior to the March evaluation session. Each team member then was able to fill in date for his peers using this form. This simple form eliminated the necessity for many copies of the form to be distributed to each team.

In April, 1975, the evaluation committee swung back into action to seek feedback from each of the teams regarding the Spring evaluation sessions. On April 22, 1975, the evaluation committee met to consider some fifty suggestions for modifications in the evaluation instrument. The majority of the suggestions were aimed at making items more specific in their content. A major problem arose again with the rating system. The existing system of one to five did not meet their needs according to the majority of staff members. It was felt, too, that since this evaluation form and this evaluation session was so rigorous, it should not be sent to the County office but rather, it should remain in the school and the required County form be filled out in the light of the Eisenhower evaluation form.

Eight meetings of the evaluation committee were held during April and May of 1975 in an attempt to modify the rating system and implement suggestions made by staff members. The rating system took a good deal of time since it utilized a single word followed by a brief statement of standard. After much agonizing, the following rating system was adopted.

Rating System: 6-Situational circumstances make it impossible to do this
5-Much improvement needed
4-Some improvement needed
3-Good (effective, efficient)
2-Strong (excels in this area)
1-Outstanding (serves as a model for the school) Assigned only by principal, curriculum assistant and/or reading specialist

It was felt by the evaluation committee that number one (Outstanding) would be assigned only by those members of the staff who had a school-wide view of the staff. It was noted by several members of the evaluation committee that even though a team might believe that one of its members was outstanding in an area, this person's attributes might be only strong or good when compared to members on other teams about which the team members in question would know little or nothing.

During the team evaluation sessions people had a good deal of difficulty referring to items in Sections I, II, III. This problem was alleviated by using a lettering system.

Items were added to each of the first three sections. In Section I there was an item which required a teacher to "Set up systems for proper care of materials and equipment by children". It was felt that

there needed to be more of a requirement than the mere setting up of a system for the proper care of materials. This item was changed to require a teacher to set up, implement and follow through with a system. The revision reads "implement and follow through with methods for proper care of materials and equipment by children". A further item was added to require a teacher to set a good example for children by properly caring for materials and classroom areas. Both of these items stemmed from problems which we had with children and teachers not caring for materials and equipment.

The earlier evaluation form did not consider communication with parents. Since communication is vital to the success of any school program, an item was added which required teachers to "consistently communicate with parents regarding problems and progress".

An item was added which addressed the need for a team of teachers in an open space school to rely on one another in carrying out their expectations for students. It simply required teachers to "establish and utilize consistent discipline in the classroom (teamwide and schoolwide)".

In order to encourage varied approaches in the classroom with students, the committee added the item "orchestrates smoothly varied activities at the same time". This was an attempt to emphasize the importance of offering students a variety of activities in the classroom.

There was much concern over the apparent lack of "humanism" in the evaluation form. By this, committee members felt that there was not enough emphasis on the affective side of the teaching act. Some committee members pointed out, however, that a teacher would be most noble and humane if he or she were able to carry out each of the items listed on the evaluation form. In the interest of making the need for an "affective approach" more obvious, the committee added two items. One item simply read "Has a gentle way with children". The other item indicated that the teacher should "show an understanding of and sensitivity to the needs and feelings of the children".

In the section entitled "II. Use of Resources", several items were modified. Whereas the earlier evaluation form required a teacher to "learn proper use of continuums as an aid in instruction", the final evaluation form required teachers to "properly and effectively use continuums as an aid in instruction". The reason for this change centered around the concept that it was one thing to learn how to use a continuum but it was quite another thing to actually use it properly and effectively.

Another revision referred to the use of shared materials. In order to make efficient use of their budgets, often two, three or four teams would buy materials or equipment which they would share. Teachers found that sometimes these shared materials were missing and

unable to be located at a time when they were needed. Therefore, committee members felt it was necessary to add an item which required teachers to "properly use the shared materials by utilizing signout sheets and honoring time allotments".

A final item in that section dealt with the use of the specialist teachers (Purple Team). The specialist teachers included the guidance counselor, speech therapist, occupational specialist, social worker, psychologist and media center specialist. The original evaluation form required teachers to "be aware of and use specialist teachers". It was decided to split this particular item so that being aware of the specialist teacher was one step and the effective use of the specialists was another step.

Finally, three items were added to "Section III. Teacher Team Interaction". One of the simplest yet most important concepts in any team interaction is promptness. With so many members of a team relying on one another, it is essential that members be prompt in arriving at school, attending meetings, and in meeting deadlines. Committee members felt that their own teaching teams had enough problems here that they wanted to add this item to Section III. Thus, an item was added which required teachers to "exhibit promptness (i.e. arriving at school, at team meetings, at staff meetings, in the area, reports due).

During the time when we were constructing the evaluation system, there was a good deal of emphasis in Pinellas County on problem-solving techniques. We had held a workshop at Eisenhower for team leaders and other interested personnel in an attempt to show key people how meetings could be abbreviated or eliminated when using certain problem-solving techniques. In response to the success of the workshop on problem-solving techniques, committee members added an item which stated "Exhibits problem-solving abilities".

Finally, the desire for an obvious reference to "humaneness" carried through to this section on team interaction. Just as an item was added to Section I on understanding and being sensitive to the feelings of children, so too was an item added to Section III. The item stated "Shows an understanding of and sensitivity to the needs and feelings of colleagues".

By May 29, 1975 (the last meeting of the evaluation committee), it was felt that the evaluation form was completely revised and ready for implementation in the Fall. A copy of the revised evaluation form is found in Appendix I.

IV

HUMAN EFFORTS OF TIME AND PERSONNEL

The human effort expended in the preparation, execution and follow through of the practicum is outlined below:

A.	Evaluation Committee meetings: initial research, construction and modifications	16.5	hrs.
B.	Teaching team meetings (five teams): initial construction		
	Kindergarten — 15 hours		
	Primary teams — 30 hours		
	Intermediate teams — 29 hours	74	hrs.
C.	Teaching team evaluation sessions	29	hrs.
D.	Evaluation committee meetings: modifications	10	hrs.
E.	Teaching team meetings (five teams): final modifications		
	Kindergarten — 8 hours		
	Primary teams — 16 hours		
	Intermediate teams — 22 hours	46	hrs.
F.	General faculty meetings	2	hrs.
G.	Secretarial time: typing and duplication of forms	30	hrs.

H. Principal's conference with teaching teams			
Kindergarten	1 hour		
Primary teams	6 hours		
Intermediate teams	8 hours	15	hrs.
I. Principal's meetings with individual teachers		3	hrs.
J. Principal's meetings with fellow principals		9.5	hrs.
K. Principal's meeting with Assistant Superintendent for Personnel		1.5	hrs.
	Total hours	236.5	hrs.

Thus a total of 236.5 hours was spent in the preparation, execution and follow up of this practicum. When computed in terms of total man-hours, 2,587 man-hours were spent in completing this practicum.

V

EVALUATION

The execution of the practicum had both its joys and its sorrows. The actual construction of the evaluation instrument, while it took a great deal of time, provided the principal and staff the opportunity to put into words what they had felt during a three-year period.

The most time-consuming aspect of the project was the continual negotiation and revision in the development of sections I, II and III of the instrument itself. The feedback loop running through the evaluation committee and each team was most active. Each committee member worked hard within his or her teaching team to define meanings, explain shades of difference in phrases and mollify this or that teacher concerned about an item which he or she felt impossible to achieve. Team members, on the other hand, were anxious to offer suggestions which might expand, clarify, or even reduce the scope of a topic. There were brilliant discussions and there were inane comments. There were moments of real togetherness and times of bitter controversy. As we pieced together sections first in the mind and then on paper, doubt was supplanted by pride in the number of items deemed important by such a large majority of the staff.

Perhaps the great tragedy in this endeavor was the inability of the practicum to be completed as originally designed. The original pretest/posttest design had to be modified when the principal received word in late June that he was being transferred from Eisenhower Elementary School to nearby Safety Harbor Middle School. The incoming elementary school principal was not inclined to continue the same method of evaluation. Consequently, it appeared as though many months of hard work would be rendered useless.

In a telephone conversation with Nova University on March 30, 1976, Professor Sam Kaylin, Director of Practicums, indicated that there could and should be a change in the evaluation of this practicum. It was Professor Kaylin's opinion that if 3 to 5 elementary school principals agreed to use the evaluation system in their school during the 1976/77 school year, it could serve as a suitable evaluation of the practicum. With this direction, I proceeded to make appointments with 7 elementary principals in order to explain the evaluation system. I met with each school principal and presented him with a copy of the evaluation system. During our time together, I covered briefly the history and intent of the evaluation system. I was surprised and pleased that all 7 of the principals whom I contacted agreed to use the system in the coming year. Letters to this effect are found in Appendix J.

An additional portion of the evaluation of this practicum entailed an attempt on my part to seek acceptance of this evaluation system as an alternative evaluation system in Pinellas County, Florida. I contacted Mr. John Hudson, Assistant Superintendent for Personnel Services for the Pinellas County School System. Mr. Hudson and I met and reviewed the evaluation system and I proposed its use in Pinellas County. Within a few weeks, Mr. Hudson contacted me with the information that he had shown the evaluation system to Dr. Douglas McBriarty, Director of Instructional Personnel, and Mr. John Blank, Executive Assistant Superintendent for Curriculum and Instruction. Each of these gentlemen indicated that the evaluation system could be utilized in the coming academic year. Mr. Hudson did point out that Pinellas County does have an approved teacher evaluation form which was prepared and recommended by a committee of teachers and administrators. At the present time this form cannot be supplanted. However, Mr. Hudson will be presenting the teacher evaluation system form to the Pinellas County School System Executive Team in order to seek approval for the form to be used in the selected schools as an approved supplementary form. A copy of Mr. Hudson's letter is found in Appendix K.

VI

IMPROVEMENT AND FOLLOW-UP

The impact of the construction and implementation of the evaluation system on Eisenhower Elementary School was felt in several ways. The staff felt that sections I, II, and III of the evaluation form put into behavioral terms what the staff held as a philosophy. As principal of the school, I was most impressed with the way the evaluation was used to plan for the 1975/76 school year. Many teachers took very seriously their apparent weaknesses as noted on the evaluation form and planned very definite programs for improvement the following year.

As a result of her evaluation, one teacher set four goals for herself for 1975/76. She listed her goals in "Section IV. Objectives stemming from this evaluation", which is found in Appendix G on page 44. It was her desire to:

(1) continue to work on "staying on the topic"
(2) continue to work more on positive reinforcement
(3) increase stimulus variation
(4) be more aware of the types of questioning

On her evaluation form, this teacher stated briefly how she was going to accomplish each of these goals and how she would determine success. Each of the goals was in response to comments which were made during the evaluation session. This particular teacher was to be the team leader for the following year, therefore, it was essential that she learn to stay on the topic under discussion.

Another teacher listed as his goals the following:

(1) reevaluate (students) more effectively
(2) speak out more at team meetings

As with each of the teachers involved in the evaluation, goals for the coming year were listed under "Section IV. Objectives stemming from this evaluation". Both of these goals stemmed from data which he received during his evaluation session. Further information on this teacher's goals are found in Appendix G, page 49.

As I moved through the school and listened in classrooms, I began to see a change in the quality of questions which teachers asked of students. Because the evaluation instrument relied on Norris Sanders' book Classroom Questions: What Kinds? as a standard of excellence, questions asked by teachers were more purposeful and more thoughtful. For example, one teacher who had done a good deal of lecturing began to plan more discussion groups. When I observed three of these discussion groups during one week, I was both surprised and pleased with the quality of questions which the teacher was asking his students. When I looked more closely, I found that the teacher had a list of questions which he had typed up prior to the class and which were designed to encourage particular types of thinking on the part of the students. Several of the questions involved the application of standards to a situation. The student's response was followed by a question from the teacher which required the student to make a judgement and then to explain his rationale for his judgement. Teachers,

as a group, were asking more probing questions. Where, formerly, teachers would ask a question and be satisfied with the correct answer, the same teachers now were asking the question, receiving the answer and then countering the answer with "Why?" in an attempt to spur more reflective thinking on the part of students. Copies of Sanders" book were rarely on the shelf in the professional library from December through June. In fact, we had to borrow two copies from the Staff Development Library. Because of the system's common frame of reference, both teams and individual teachers examined more closely what they were doing.

There was criticism, too. Some staff members attacked the evaluation system as a method of putting teachers on the spot before their peers. Others felt that the evaluation procedure was too emotion-laden. All staff members, however, were committed to use the system and to try to make improvements on it. It is much too early to determine the impact of the system on Pinellas County as a whole. One principal, Paul Sullivan, of Shore Acres Elementary School, did state that he and his administrative staff "...have been looking long and hard for a system and form for evaluation of teachers that would reflect a way to help teachers improve in the areas of individualizing instruction. Also, now that it is required by our Classroom Teachers Association that teachers write a self-improvement goal each year, your form can be used to list specific objectives that teachers can work towards for improvement." (Appendix J, page 55)

I find it heartening also that the Executive Team is willing to consider using this evaluation form as a supplement to the existing form.

As for improvements in the system, I would think that further work might be done on clarifying some of the items listed in Sections I, II and III. To respond to the concern that the system puts teachers on the spot in front of their peers, there is no reason why the system could not be used by a principal and teacher in a one-to-one situation rather than in a peer evaluation. If this were done however, it would be most important for the principal to be cognizant of all items on the form. An alternative to this might be an agreement on the part of the teachers and principals early on in the year to stress particular items on the form. As for the criticism that it is too emotion-laden, I cannot conceive of an evaluation which would be void of emotion. It is, of course, the job of the evaluator to make every effort to put the evaluatee at ease and to try to work with him or her in a helpful and cooperative way.

APPENDIX

Appendix A

PINELLAS COUNTY SCHOOLS
INSTRUCTIONAL APPRAISAL AND IMPROVEMENT FORM

Name _____ School _____

Evaluation is a continuous and cooperative process. This form provides guidelines to aid in mutually assessing strengths and suggesting improvements in the quality of education

TEACHER

* Appraiser must support all "Needs to Improve" ratings with an explanation under "Comment". In addition to stating specific areas where improvement is needed, appraiser must indicate in "Comment", level of present performance such as "satisfactory, but needing to improve"; or "unsatisfactory", and "needing to improve" to reach an acceptable level of competence.

PERSONAL — ALL INSTRUCTIONAL PERSONNEL

EXCELLENT | GOOD | NEEDS TO IMPROVE *

Attitude
Has positive and constructive approach to work, shares total school responsibility, maintains professional appearance and ethics, works well with others, accepts criticism. ☐ ☐ ☐

Judgement
Works within rules, policies, and established procedures, senses probable outcomes, maintains emotional control and consistency in decisions. ☐ ☐ ☐

Dependability
Gives responsible day to day performance with reasonable absenteeism, is punctual in all matters. ☐ ☐ ☐

Appraiser's Comment: _____

PROFESSIONAL — TEACHERS

EXCELLENT | GOOD | NEEDS TO IMPROVE *

Classroom Atmosphere
Maintains positive and consistent discipline, demonstrates understanding and acceptance of all students, uses physical facilities to best advantage. ☐ ☐ ☐

Classroom Performance
Actively involves students, provides for individual differences, employs variety of methods, media, and motivational skills, demonstrates enthusiasm. ☐ ☐ ☐

Preparation and Organization
Supplies evidence of good planning, demonstrates knowledge of subject, keeps records of achievement, works at self-improvement. ☐ ☐ ☐

Appraiser's Comment: _____

PROFESSIONAL — COUNSELORS, LIBRARIANS, OTHERS
TITLE — _____

EXCELLENT | GOOD | NEEDS TO IMPROVE *

Major duties: Performance: ☐ ☐ ☐

1. _____
2. _____
3. _____

PERFORMANCE OBJECTIVES — (OPTIONAL)
May be used to plan objectives with an employee already performing at acceptable or above standards. Should be used in all cases where employee must improve to meet acceptable standards. In both cases methods to be used, as well as means and time of judging success should be specified.

_____

Appraisee's Comment: _____

Appraiser's Comment: _____

Conference Dates

_____ 1974/75

Observation Dates

_____ 1974/75

_____
Signature of Appraisee
(This signature does not necessarily imply agreement. It confirms the fact that the person named above has received a copy of the completed form.)

_____
Signature of Appraiser

PERSONNEL

EXPLANATION AND PROCEDURES

1. Early in the year evaluation forms, policies, procedures, and purposes will be discussed with all professional employees so they will understand all phases of appraisal.
2. In the fall all annual contract employees, employees new to a building or position, or any employees with possible problems will be evaluated on the fall conference report form.
3. Evaluation will be based upon observations, records of performance and achievement, and other sources of information such as staff assistants.
4. An employee not performing up to standard in any single area such as "ethics", will be rated as "Needs to Improve" for the overall criteria of "attitude", with an explanatory comment.
5. The form will be completed and signed during a conference between appraisee and appraiser.
6. The "Performance Objectives" are optional. It may be used for planning a specific achievement, over and above accepted performance; or to plan for improved performance that is presently unsatisfactory. It may be used to plan from year to year or to assess results of objectives planned earlier during the same year.
7. Although one or two formal evaluations are required, an appraiser may make any number of evaluations during the course of a year
8. The annual evaluation of all professional personnel is due at the end of April.
9. Anyone not satisfied with his evaluation may contact Personnel.

FORM TE 3 REV. '73

Appendix B

SOME PROFESSIONAL EDUCATION SKILLS

I. Teacher-pupil interaction

Encourage and allow students self-correction of most work.
Allow and evaluate student's directed independent study in proportion to their individual capability (shown through exhibition).
Allow and evaluate student's non-directed independent study in proportion to their individual ability (shown through exhibition).
Allow students to make decision (choices).
Allow students to work in large groups being aware of educational purpose.
Allow students to work in small groups while being aware of the educational purpose.
As a teacher do exhibit an awareness of child's abilities (formal and informal inventories) in academics, socialability, independent work habits, and physical areas.
As a teacher do exhibit an awareness of child's interests, (through formal and informal inventories).
As a teacher do exhibit a knowledge and use of questioning techniques as specified in Norris Sander's Classroom Questions What Kinds.
As a teacher do exhibit a knowledge and use of behavioral modification techniques.
As a teacher do exhibit use of stimulation variation techniques.
As a teacher attempt to identify and/or show knowledge of child's learning style. (i.e., large group, small group, individual, auditory, visual, kinesthetic, etc.)
Do re-evaluate each child academically and affectively at least once per week.
As a teacher do provide the child with various cognitive, affective, and psychomotor experiences.
As a teacher do set limits/goals with child(ren) (physical, behavioral, achievement)
Remember and implement idea that children are more important than our feelings of importance.
Question people when you need data...this includes all personnel.
Remember that school should be a place where children can make mistakes (and then learn from them)
Use visits to the principal's office as a reward (not just the traditional use).
Become acquainted with ALL staff members at Eisenhower as soon as possible.

II. Use and show knowledge of various educational modes, media and resources.

Do learn proper usage of continuums as guide for instruction.

Do become competent in construction and administering pre and post tests.
Do become competent in being aware of what is tested.
Do use and be aware of the vast variety of material at Eisenhower (i.e., games, kits, A.V. equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books).
Be aware of the use and variety of prescription sheets.
Be aware of use and variety of learning centers (skill directed).
Be aware of use and variety of learning centers (general, interest).
Be aware of use and variety of educational approach (seat, kit, problem solving, teacher talk, interest, combination, etc.)
Be aware of use and variety of skill boxes.
Be aware of positive and negative effect of individualized seating (seating charts, etc.)
Be aware of and use specialist teachers.
Before placement of child, gather information from all data resources (cumes, specialists, parents, other teachers, etc.).

III. In team meetings or while working with others, remember to:

give ideas
ask for rationale on ideas
provide rationale for your ideas
search for alternatives
personnel interaction
stay on subject under discussion
examine ideas, not people
empathize

While on the floor: do be responsible for all kids on team
be aware of what's happening in team area
be responsive to what is happening anywhere within view or ear shot
do utilize specialists
do utilize volunteers
team with others for educational purposes (i.e., efficiency, specialty, flexibility, etc.)

Contribute your ideas to the team, curriculum people, principal.

1-25-74

Appendix C

____ Information Only

_X_ Feedback Requested

MEMORANDUM January 28, 1974

To: Evaluation Committee Members

From: Robert E. Burke, Principal

Re: First Meeting

Please arrange to meet with me regarding evaluation at 2:25 P.M., Thursday, February 7th, on the couches in the Media Center.

In order that we use our time most effectively, please consider and be ready to discuss the following concepts:

-Why should we evaluate?
-What general areas should we evaluate?
-Who are the key in-put people for each of the areas mentioned in the preceeding question and why are they key people?
-How should we evaluate?
-Who should get which evaluation reports?
-When should we evaluate?
-How should we follow-up evaluation?
-How should one evaluation relate to another?

Please also add key ideas to this list as you think of them. At this point in our thinking we should not be considering anything but what is best for the children with whom we work.

REB/jwm

Appendix C

EISENHOWER EVALUATION COMMITTEE REPORT

I. Why Should We Be Evaluated?

A. To get insight on our strengths and weaknesses to use in developing our individual programs.

B. To get insight on the team's strengths and weaknesses to use in developing our team program.

C. Because it is county policy.

D. To show growth in individuals.

E. So one knows what is expected of oneself.

F. If one is aware of something, one can do something about it.

II. Who are key input people?

self	Curriculum Assistant
children	Reading Specialist
parents	Principal
teammates	Guidance Counselor

III. When should we be evaluated?

Twice a year
(1) From the last week in Oct.-Nov. (completed by Thanksgiving)
(2) Sometime in March so we still have time to improve.

In addition to the above individual and group evaluations, each team shall informally evaluate itself as a group at least twice during the year (i.e. prior to the first formal evaluation and at the end of the second semester). Team leaders may wish to involve resource people in group interaction in the team's informal evaluations.

IV. Who should get which evaluation reports?

We would like the informal and more personal type of evaluations which we have as team members kept here in school. They are to be read only by the person evaluated, people evaluating, the principal and the curriculum assistant. These evaluations are often very frank and could be misunderstood by another outside person. The check-list type evaluation which is more general in nature, should be sent to the Personnel Office.

Appendix E

MEMORANDUM MEMORANDUM

To: Robert E. Burke
Principal

From: Donna Micklo
Reading Specialist

Re: Suggestions for evaluation framework

I. Teacher-Pupil:

A. Independence of children
1. self-correction of work
2. independent study
3. children making choices
4. setting limits - teacher,child

B. Evaluate children
1. formal tests
2. informal tests
3. observation
4. identify child's learning style

C. Teaching skills
1. varying stimulus
2. positive reinforcement
3. questioning techniques
4. grouping methods (large, small, individual)
5. behavior modifications
6. varying experiences

II. Organize and use various modes, media and resources

A. Continuums or programs
(Language Arts, Math, Science, Social Studies)
Profiles
Pre-post tests

B. Media (materials)
Knowing materials in school
Learn to use

B. Media (materials) - cont'd

Implementing
variety for objectives
- kits
- books
- tapes
- manipulative games
- resource people
- T.V.
- filmstrips
- learning centers
- movies
- field trips
- newspapers
- magazines

C. Resource people:

Curriculum Assistant Reading teacher Media Specialist Learning Disability Speech teacher Guidance Counselor	What job entails. When to use. How to identify children for appropriate resources.

III. Working with team:

Team meetings:
- -time of meetings
- -rationale for ideas (provide, search)
- -examine ideas; tactfulness
- -search for alternatives
- -adhere to decisions made

Appendix F

EVALUATION RATIONALE AND INFORMATION

I. Why Should We Be Evaluated?

A. To get insight on our strengths and weaknesses to use in developing our individual programs.

B. To get insight on the team's strengths and weaknesses to use in developing our team program.

C. Because it is county policy.

D. To show growth in individuals.

E. So one knows what is expected of him.

F. If one is aware of something, one can do something about it.

II. What are key areas?

(see evaluation form)

III. Who are key input people?

self	Curriculum Assistant
children	Reading Specialist
parents	Principal
teammates	Guidance Counselor

IV. When should we be evaluated?

Twice a year
(1) From the last week in Oct.-Nov. (Completed by Thanksgiving)
(2) Sometime in March so we still have time to improve.

In addition to the above individual and group evaluations, each team shall informally evaluate themselves as a group at least twice during the year (i.e. prior to the first formal evaluation and at the end of the second semester). Team leaders may wish to involve resource people in group interaction in the team's informal evaluations.

V. Who should get <u>which</u> evaluation reports?

We would like the informal and more personal type of evaluations which we have as team members kept here in the school. They are to be read only by the person evaluated, people evaluating, the principal and the curriculum assistant. These evaluations are often very frank and could be misunderstood by another outside person. The check-list type evaluation which is more general in nature, should be sent to the Personnal Office.

GROUND RULES

1. One team will be evaluated per week.
2. The person being evaluated will complete the form and bring it to the evaluation session. In addition, the person will complete a blank transparency of the form which will be used as a springboard for discussion.
3. Using the transparency so that all involved may see the form, the person being evaluated will receive input from others.
4. The input will serve to finalize sections I-IV of the form.
5. Section V will be completed after studying sections I-IV.

EXPECTATIONS

1. In order for a person to have input on the evaluation of any person, it must be agreed by both the evaluator and the person being evaluated that the person evaluating has observed sufficiently.
2. The principal, curriculum assistant and reading specialist will not make a group list out will give input individually during the evaluation session.

Appendix F (Cont'd)

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM

Name_____ Date_____ Position_____

Rating System: 1=OUTSTANDING (greatly exceeds the requirements of the position)
2=AVERAGE (meets the requirements of the position)
3=WEAK (below the requirements of the position)
4=Situational circumstances make it impossible to do this

Rating I. Teacher-Pupil interaction (T,CA,RS,P)

_____ Encourage and allow student self-correction of most work
_____ Allow and evaluate student directed independent study in proportion to his individual capability (shown through: time-on-task behavior, ability to work when others are nearby, completion of work)
_____ Allow and evaluate student non-directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others nearby, completion of work, ability to work successfully when out of teacher sight)
_____ Encourage and allow student to make decisions (in method of work, materials, pace of work)
_____ Allow students to work in large groups (being aware of educational purpose)
_____ Allow students to work in small groups (being aware of educational purpose)
_____ Exhibit an awareness of child's abilities (formal and informal inventories) in academics, sociability, independent work habits, psychomotor growth
_____ Exhibit an awareness of child's interests (via formal/informal inventories)
_____ Exhibit a knowledge and use of questioning techniques as specified in Norris Sanders' Classroom Questions: What Kinds? (see professional library)
_____ Exhibit use of behavior modification techniques (as outlined in book by Madeline Hunter: Reinforcement (see professional library) and in handout from principal's office)
_____ Exhibit use of stimulation variation techniques as outlined in paper; "Attention and Curiosity" (via principal's office)
_____ Attempt to identify and/or show knowledge of child's learning style (i.e. large group, small group, individual, auditory, visual, kinethetic, etc.)
_____ Do re-evaluate each child academically and affectively at least once/week
_____ D set and periodically evaluate limits/goals with children

II. Use of resources (CA, RS, MS,OS,T,GC)

_____ Do learn proper use of continuums as aid in instruction
_____ Do use pre and post tests in diagnosis and evaluation
_____ Do use and be aware of the vast variety of material within school (i.e. games, kits, A.V., equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books)
_____ Do provide for individual progress by using with children one or more of the following: skill centers, interest centers, prescription sheets, contracts, anecdotal records (logoook),(Other)___
_____
_____ Be aware of and use specialist teachers (Purple Team)
_____ Before final placement of child, gather data from all available data sources (i.e. cumes, specialists, parents, other teachers)

Appendix F (Cont'd)

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM (cont'd)

Name_____ Date_____ Position_____

Rating III. Teacher-team interaction (T, CA, P)

_____ Give ideas/comment on other's ideas
_____ Ask for rationale on ideas
_____ Provide rationale for your ideas
_____ Stay on topic under discussion
_____ Examine ideas (rather than motives or personalities)
_____ Be responsible for all children on the team
_____ Be responsive to what is happening anywhere within view or earshot
_____ Utilize volunteers
_____ Contribute your ideas to the team, curriculum personnel, principal

IV. Objectives stemming from this evaluation

What to do	How to do it	How determine success

Appendix G

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM

Name _____ Date 3-11-75 Position Teacher Team Red

Standard of Comparison is fellow Eisenhower teachers.

Rating System: 1-OUTSTANDING (greatly exceeds the requirements of the position, list examples)
2-ABOVE AVERAGE (exceeds the requirements of the position)
3-AVERAGE (meets the requirements of the position)
4-WEAK (below the requirements of the position)
5-Situational circumstances make it impossible to do this

Rating	I. Teacher-Pupil interaction (T, CA, RS, P)
1	Encourage and allow student self-correction of most work
2	Allow and evaluate student directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others are nearby, completion of work)
2	Allow and evaluate student non-directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others nearby, completion of work, ability to work successfully when out of teacher sight)
2	Encourage and allow student to make decisions (in method of work, materials, pace of work)
2	Allow students to work in large groups (being aware of educational purpose)
2	Allow students to work in small groups (being aware of educational purpose)
2	Exhibit an awareness of child's abilities (formal and informal inventories) in academics, sociability, independent work habits, psychomotor growth
2	Exhibit an awareness of child's interests (via formal/informal inventories)
3	Exhibit a knowledge and use of questioning techniques as specified in Norris Sanders' Classroom Questions: What Kinds? (see professional library)
2	Exhibit use of behavior modification techniques (as outlined in book by Madeline Hunter: Reinforcement (see professional library) and in handout from principal's office)
3	Exhibit use of stimulation variation techniques as outlined in paper; "Attention and Curiosity" (via principal's office)
2	Attempt to identify and/or show knowledge of child's learning style (i.e. large group, small group, individual, auditory, visual, kinethetic, etc.)
1	Do re-evaluate (either formally or informally) each child academically and affectively at least once a week
1	Do set and periodically evaluate limits/goals with children.
1	Set up systems for proper care of materials and equipment by children

Appendix G (Cont'd)

Rating II. Use of resources (CA, RS, MS, OS, T, GC)

- Do learn proper use of continuums as aid in instruction
- Do use pre and post tests in diagnosis and evaluation
- Do use and be aware of the vast variety of material within school (i.e. games, kits, A.V., equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books)
- Do provide for individual progress by using with children one or more of the following: skill centers, interest centers, prescription sheets, contracts, anecdotal records (logbook), (Other)_____
- Be aware of and use specialist teachers (Purple Team)
- Before final placement of child, gather data from all available data sources 'i.e. cumes, specialists, parents, other teachers)
- Utilize volunteers

Rating III. Teacher-team interaction (T, CA, P)

- Give ideas/comment on other's ideas
- Ask for rationale on ideas
- Stay on topic under discussion
- Examine ideas (rather than motives or personalities)
- Be responsible for all children on the team
- Be responsive to what is happening anywhere within view or earshot
- Follow through on team decisions and expectations
- Contribute your ideas to the team, curriculum personnel, principal

Appendix G (Cont'd]

IV. Objectives stemming from this evaluation --

Purpose of this section is to enable teachers to use this evaluation as an instrument for professional growth. To utilize this section one would ask himself or herself the question: "In the light of this evaluation, on which areas do I want to work?" It may be that a teacher would want to further enhance an area already strong. It may be the teacher would want to work on an area considered weak or average. "What to do" simply means "What is my goal?" "How to do it" means (specifically) "How do I expect to accomplish it?" "How determine success" means "What has to happen in order for me to know I have accomplished my goal?"

What to do	How to do it	How determine success
1. Continue to work on Staying on topic.	When we begin to warder Speak up and say "now, back to..."	I will not be adding comments to off topic discussion. I will remind others to stay on topic.
2. Continue to work more on positive reinf.	Look for good to respond to, comment on as much good behavior as I can	Positive comments will be second nature, again more will be used. My presentations
3. Increase Stimulas Variation	I use different A.V. -change verbal-Envir. expression	will be unpredictable.
4. Be more aware of the types of questioning	Reread Sanders book.	I will be able to catagorize the questions I ask.

Comments (optional)_____

Appendix G (Cont'd)
3-11-75

Section I Questions

1. a. The skill boxes all have answer keys

   b. Teacher editions are available and used

   c. I check up on children to make sure the answers are being used properly.

   d. All games and centers are self checking

13. a. I have set up a system where I know if I've seen each child at least once a week.

   b. If I haven't seen a child by Thursday, I begin calling them up for individual conferences.

14. a. Ties in very closely with question 13. While I speak with the child we re-evaluate goals (sometimes adjusting them)

15. a. Each child has been told how to care for, and use materials and AV equipment

   b. Changes were made when needed

   c. My materials (games, boxes and centers) are rarely damaged. Team materials (kits and books) are in fairly good shape. There is very little damage occurring during use of AV equipment.

   d. Last but not least, I've given Ellen suggestions

Section II

1 & 2 a. My whole program revolves around the continuum for math, pre and post tests.

   b. These two questions go hand-in-hand. One can't be used properly without the other

Section III

1. a. I took the advice of the people I work most closely with everyday

Section III (Cont'd)

1. b. The reasons tie in with the reasons given for the next question.

2. a. Many times I have gone to other areas to talk to children who "need reminding" about our rules or to stop problems

   b. Many problems revolving around the bathrooms etc., have been handled by me many times

   c. Many times children come to me if there's a problem on the bus, in class, or outside before school. I then see what I can do.

   d. I am a real tyrant at large meetings. (No matter who has the child in class.)

Appendix G (Cont'd)

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM

Name _____ Date March 75 Position Teacher Team Blue

Standard of Comparison is fellow Eisenhower teachers.

Rating System: 1-OUTSTANDING (greatly exceeds the requirements of the position, list examples)
2-ABOVE AVERAGE (exceeds the requirements of the position)
3-AVERAGE (meets the requirements of the position)
4-WEAK (below the requirements of the position)
5-Situational circumstances make it impossible to do this

Rating	I. Teacher-Pupil interaction (T, CA, RS, P)
2	Encourage and allow student self-correction of most work
2	Allow and evaluate student directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others are nearby, completion of work)
2	Allow and evaluate student non-directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others nearby, completion of work, ability to work successfully when out of teacher sight)
2	Encourage and allow student to make decisions (in method of work, materials, pace of work)
2	Allow students to work in large groups (being aware of educational purpose)
2	Allow students to work in small groups (being aware of educational purpose)
2	Exhibit an awareness of child's abilities (formal and informal inventories) in academics, sociability, independent work habits, psychomotor growth
2	Exhibit an awareness of child's interests (via formal/informal inventories)
2	Exhibit a knowledge and use of questioning techniques as specified in Norris Sanders' Classroom Questions: What Kinds? (see professional library)
___	Exhibit use of behavior modification techniques (as outlined in book by Madeline Hunter: Reinforcement (see professional library) and in handout from principal's office)
1	Exhibit use of stimulation variation techniques as outlined in paper; "Attention and Curiosity" (via principal's office)
2	Attempt to identify and/or show knowledge of child's learning style (i.e. large group, small group, individual, auditory, visual, kinethetic, etc.)
3	Do re-evaluate (either formally or informally) each child academically and affectively at least once a week
2	Do set and periodically evaluate limits/goals with children.
2	Set up systems for proper care of materials and equipment by children

Appendix G (Cont'd)

Rating II. Use of resources (CA, RS, MS, OS, T, GC)

3 Do learn proper use of continuums as aid in instruction
3 Do use pre and post tests in diagnosis and evaluation
3 Do use and be aware of the vast variety of material within school (i.e. games, kits, A.V., equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books)
2 Do provide for individual progress by using with children one or more of the following: skill centers, interest centers, prescription sheets, contracts, anecdotal records (logbook), (Other)_____
2 Be aware of and use specialist teachers (Purple Team)
3 Before final placement of child, gather data from all available data sources 'i.e. cumes, specialists, parents, other teachers)
5 Utilize volunteers

Rating III. Teacher-team interaction (T, CA, P)

4 Give ideas/comment on other's ideas
4 Ask for rationale on ideas
3 Stay on topic under discussion
2 Examine ideas (rather than motives or personalities)
2 Be responsible for all children on the team
3 Be responsive to what is happening anywhere within view or earshot
2 Follow through on team decisions and expectations
4 Contribute your ideas to the team, curriculum personnel, principal

Appendix G (Cont'd)

IV. Objectives stemming from this evaluation --

Purpose of this section is to enable teachers to use this evaluation as an instrument for professional growth. To utilize this section one would ask himself or herself the question: "In the light of this evaluation, on which areas do I want to work?" It may be that a teacher would want to further enhance an area already strong. It may be the teacher would want to work on an area considered weak or average. "What to do" simply means "What is my goal?" "How to do it" means (specifically) "How do I expect to accomplish it?" "How determine success" means "What has to happen in order for me to know I have accomplished my goal?"

What to do	How to do it	How determine success
① re-evaluate more effectively	a) set aside a specific time every week for re-evaluation	b) a) Keep record of dates re-evaluating was carried out. a) Profiles will show more frequent data.
② Speak out more at team meetings	② Say "something" about every topic on agenda	② Have a designated member of the team give me feedback as to the value of my contributions. (Positive reinforcement)

V. Examples + Comments ~~Comments (optional)~~ called "lingua" in varying stimulus.
Can be seen by observation of class.

Appendix H

Red Team

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM

This is a form which you can use when evaluating teammates.

Standard of Comparison is fellow Eisenhower teachers.

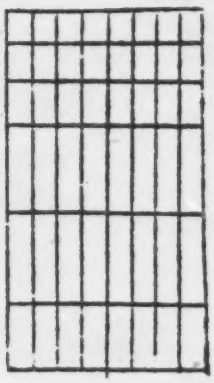
Rating System: 1=OUTSTANDING (greatly exceeds the requirements of the position, list (examples)
2=ABOVE AVERAGE (exceeds the requirements of the position)
3=AVERAGE (meets the requirements of the position
4=WEAK (below the requirements of the position
5=Situational circumstances make it impossible to do this

Name:

	Helen	Judy	Mandi	Katherine	Ellen	Carol	Nancy
I. Teacher-Pupil interaction (T, CA, RS, P)							
Encourage and allow student self-correction of most work							
Allow and evaluate student directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others are nearby, completion of work)							
Allow and evaluate student non-directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others nearby, completion of work, ability to work successfully when out of teacher sight)							
Encourage and allow student to make decisions (in method of work, materials, pace of work)							
Allow students to work in large groups (being aware of educational purpose)							
Allow students to work in small groups (being aware of educational purpose)							
Exhibit an awareness of child's abilities (formal and informal inventories) in academics, sociability independent work habits, psychomotor growth							
Exhibit an awareness of child's interests (via formal/informal inventories)							
Exhibit a knowledge and use of questioning techniques as specified in Norris Sanders' Classroom Questions: What Kinds? (see professional library)							
Exhibit use of behavior modification techniques (as outlined in book by Madeline Hunter: Reinforcement (see professional library) and in handout from principal's office)							
Exhibit use of stimulation variation techniques as outlined in paper; "Attention and Curiosity" (via principal's office)							
Attempt to identify and/or show knowledge of child's learning style (i.e. large group, small group, individual, auditory, visual, kinethetic, etc.)							
Do re-evaluate (either formally or informally) each child academically and affectively at least once a week							
Do set and periodically evaluate limits/goals with children							
Set up systems for proper care of materials and equipment by children							

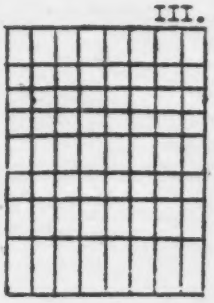
Appendix H (Cont'd)

II. Use of resources (CA, RS, MS, OS, T, GC)



Do learn proper use of continuums as aid in instruction
Do use pre and post tests in diagnosis and evaluation
Do use and be aware of the vast variety of material within school (i.e. games, kits, A.V., equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books)
Do provide for individual progress by using with children one or more of the following: skill centers, interest centers, prescription sheets, contracts, anecdotal records (logbook), Other____
Be aware of and use specialist teachers (Purple Team)
Before final placement of child, gather data from all available data sources (i.e. cumes, specialists parents, other teachers)
Utilize volunteers

III. Teacher-team interaction (T, CA, P)



Give ideas/comment on other's ideas
Ask for rationale on ideas
Stay on topic under discussion
Examine ideas (rather than motives or personalities)
Be responsible for all children on the team
Be responsive to what is happening anywhere within view or earshot
Follow through on team decisions and expectations
Contribute your ideas to the team, curriculum personnel, principal

Appendix I

EISENHOWER ELEMENTARY SCHOOL TEACHER EVALUATION FORM

Name_____Date_____Position_____Team____

Standard of Comparison is fellow Eisenhower teachers.

Rating System: 6-Situational circumstances make it difficult to do this
5-Much improvement needed
4-Some improvement needed
3-Good (effective, efficient)
2-Strong (excels in this area)
1-Outstanding (serves as model for the school) Assigned only by principal, curriculum assistant and/or reading specialist

Rating I. Teacher-Pupil interaction (T,CA,RS,P)

_____ a. Encourage and allow student self-correction of most work

_____ b. Allow and evaluate student directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others are nearby, completion of work)

_____ c. Allow and evaluate student non-directed independent study in proportion to his individual ability (shown through: time-on-task behavior, ability to work when others nearby, completion of work, ability to work successfully when out of teacher's sight)

_____ d. Encourage and allow student to make decisions (possibilities: in method of work, materials, pace of work)

_____ e. Allow students to work in large groups (being aware of educational purpose)

_____ f. Allow students to work in small groups (being aware of educational purpose)

_____ g. Exhibit an awareness of child's abilities (formal and/or informal inventories) in academics, sociability, independent work habits, psychomotor growth

_____ h. Exhibit an awareness of child's interests (via formal and/or informal inventories)

_____ i. Exhibit a knowledge and use of questioning techniques adapted from Norris Sanders' Classroom Questions: What Kinds? (see professional library)

_____ j. Exhibit knowledge and use of reinforcement and behavior modification techniques (as outlined in book by Madeline Hunter: Reinforcement (see professional library) and in handout from principal's office)

_____ k. Exhibit use of stimulation variation techniques as outlined in paper: "Attention and Curiosity" (via principal's office)

_____ l. Attempt to identify and/or show knowledge of child's learning style (i.e. large group, small group, individual, auditory, visual, kinesthetic, etc.)

_____ m. Do re-evaluate (either formally and/or informally) each child academically and affectively at least once a week

_____ n. Do set and periodically evaluate limits/goals with children

_____ o. Implement and follow through with methods for proper care of materials and equipment by children

Appendix I (Cont'd)

_____ p. Do consistently communicate with parents regarding problems and progress (e.g. conferences, phone, notes, other _____)
_____ q. Set a good example for children by properly caring for materials and the classroom areas.
_____ r. Do establish and utilize a consistent discipline in the classroom teamwide and schoolwide
_____ s. Orchestrates smoothly varied activities at the same time
_____ t. Has a gentle way with children
_____ u. Shows an understanding of and sensitivity to the needs and feelings of the children

Rating II. Use of resources (CA,RS,MS,OS,T,GC)

_____ a. Do properly and effectively use continuums as aid in instruction
_____ b. Do use pre and post tests in diagnosis and evaluation
_____ c. Do use and be aware of the vast variety of material within school (i.e. games, kits, A.V., equipment, basal texts, supplementary books, dittos, graphics, home-made materials, trade books, other: _____)
_____ d. Do provide for individual progress by using with children one or more of the following: skill centers, interest centers, prescription sheets, contracts, anecdotal records, (logbook), (Other)_____
_____ e. Before final placement of child, gather data from all available data sources (i.e. cumes, specialists, parents, other teachers)
_____ f. Utilize volunteers
_____ g. Do properly use the shared materials by utilizing sign out sheets and honoring time allotments.
_____ h. Be aware of services provided by specialist teachers (Purple Team)
_____ i. Do effectively use (refer, communicate, implement programs) specialists teacher (Purple Team) relevant to students taught

Rating III. Teacher-team interaction (T,CA,P,RS)

_____ a. Give ideas/comment on other's ideas
_____ b. Ask for rationale on ideas
_____ c. Stay on topic under discussion
_____ d. Examine ideas (rather than motives or personalities)
_____ e. Be responsive to the needs of all children on the team
_____ f. Be responsive to what is happening anywhere within view or earshot
_____ g. Follow through on team decisions and expectations
_____ h. Contribute your ideas to the curriculum personnel and principal
_____ i. Exhibits promptness (i.e. arriving at school, at team meetings, at staff meetings, in area, reports due)
_____ j. Exhibits problem-solving abilities
_____ k. Shows an understanding of and sensitivity to the needs and feelings of colleagues

Appendix I (Cont'd)

IV
Rating IV. Comments (Use this section for notable qualities worthy of recognition or emphasis)

_____

_____

_____

_____

_____

Rating V. Objectives stemming from this evaluation --

Purpose of this section is to enable teachers to use this evaluation as an instrument for professional growth. To utilize this section one would ask himself or herself the question: "In the light of this evaluation, on which areas do I want to work?" It may be that a teacher would want to further enhance an area already strong. It may be the teacher would want to work on an area considered weak or average. "What to do" simply means "What is my goal?" "How to do it" means (specifically) "How do I expect to accomplish it?" "How determine success" means "What has to happen in order for me to know I have accomplished my goal?"

What to do	How to do it	How determine success

Shore Acres Elementary School

Appendix J

1800 62nd AVENUE N E
ST PETERSBURG, FLORIDA 33702

Telephone 527-7349

PAUL J. SULLIVAN
Principal

MARILYN K. TEREBAYZA
Secretary

June 22, 1971

Mr. Bob Burke
11411 - 131st Avenue N.
Largo, Florida 33540

Dear Bob;

I deeply appreciate the opportunity you have given me to use your "Teacher Evaluation Form" at Shore Acres Elementary School.

My administrative staff and I have been looking long and hard for a system and form for evaluating teachers that would reflect a way to help teachers improve in the area of individualizing instruction. Also, now that it is required by our Classroom Teachers Association that teachers write a self improvement goal each year, your form can be used to list specific objectives that teachers can work towards for improvement.

We are looking forward to implementing this system in August.

Thank you again.

Very sincerely,

Paul J. Sullivan

Paul J. Sullivan, Ed.D.

PJS/ds

Ernest M. Pierce, Jr.
Principal

Barbara Storey
Secretary

Appendix J (Cont'd)

Seminole Elementary School

10250 - 74th Avenue North
Seminole, Florida 33542
Telephone
393-5445 and 393-5446

June 30, 1976

To Whom It May Concern:

Mr. Robert Burke has offered this school the opportunity to use a teacher evaluation form which he and his staff develcped. I have studied the form and find it very comprehensive and well thought out. All of the items which are necessary for a good teacher and a good program seem to be covered in this document.

I plan to present this to my staff in August as the evaluation method to be used for the 76-77 school year.

I'll be happy to answer any questions about the effectiveness of the form after its initial implementation.

Sincerely,

Ernest M. Pierce

Ernest M. Pierce, Jr.

Safety Harbor Elementary School

MIKE G. SKAROULIS, Principal

535 FIFTH AVENUE NORTH
Safety Harbor, Florida 33572

Appendix J (Cont'd)

June 28, 1976

Mr. Robert E. Burke
Principal
Safety Harbor Middle School
Safety Harbor, Florida 33572

Dear Mr. Burke:

This is to confirm our participation of the "Maxi II Teacher Evaluation System during the 1976-77 school year. I was most impressed with this instrument and my staff will certainly take advantage of this.

Thank you.

Sincerely,

Mike G. Skaroulis

MGS

Mike G. Skaroulis
Principal

Appendix J (Cont'd)

Cross Bayou Elementary School

6888 102nd AVENUE NORTH PHONE 546-0097 PINELLAS PARK, FLORIDA 33565

Arthur D. McFarland
Principal

Mrs. Madelyn L. Sjoblom
Secretary

July 12, 1976

Mr. Robert E. Burke
11411 - 131 st. Ave. N.
Largo, Fl 33540

Dear Bob;

I have carefully evaluated your request to involve some of the teachers at Cross Bayou in your Nova practicum relating to teachers evaluating teachers as a team effort. I believe your proposal has great merit and will make every effort to involve at least one and possibly two teams in this project during the 1976-1977 school year. I wish I could promise a total school involvement but the remaining teams have many new members and their reaction to a team evaluation concept is unpredictable at this time.

I hope you have a good summer and am looking to next year and working with you on this project.

Dale

Dr. Arthur D. McFarland

Kings Highway Elementary School
1715 KINGS HIGHWAY
Clearwater, Florida

DAVID T. MORROW, PRINCIPAL

August 4, 1976

Robert Burke
Safety Harbor Middle School

Dear Bob:

This is to confirm that Kings Highway Elementary School will be using your teacher evaluation form for this coming school year, 1976-77. Our plans are to use this instrument with selected staff members. I will keep accurate records of our pre and post sessions to make sure that copies of these forms be forwarded to you.

Thank you very much for sharing the instrument with us. I believe it will be a lot of help to our staff members.

Sincerely,

David T. Morrow

DTM/mep

Appendix J (Cont'd)

Ponce de Leon Elementary School
1301 Ponce de Leon Avenue
Clearwater, Florida 33516

John W. DiLeo, Principal

June 28, 1976

Robert E. Burke
11411- 131st Ave. N.
Largo, Florida 33540

Dear Mr. Burke:

Thank you for the opportunity to utilize the material you developed for your Maxi 2 project on teacher evaluation.

During the school year 1976 - 77, I plan to use your material with selected staff members.

Sincerely,
John W. DiLeo
John W. DiLeo

Appendix J (Cont'd)

Tarpon Springs Elementary School

525 NORTH DISSTON AVENUE
TARPON SPRINGS, FLORIDA 33589

OFFICE OF THE PRINCIPAL

June 29, 1976

Mr. Bob Burke
11411 - 131st Avenue, North
Largo, Florida 33540

Dear Mr. Burke:

This letter is to confirm Tarpon Springs Elementary School's participation in the utilization of your peer evaluation procedure for the 1976-77 school year.

I believe it has definite merit in improving the evaluation process if used according to its present guidelines.

Respectfully,

George B. Tosh
Principal

fm

Pinellas County Public Schools

Appendix K

MEMO

August 2, 1976

To: Mr. Robert Burke, Principal, Safety Harbor Middle School

From: John B. Hudson, Assistant Superintendent, Personnel JH

Subject: Teacher Evaluation Form

This is to respond to your request to use your version of a teacher evaluation form in several elementary schools. I have shown the form to Dr. Douglas McBriarty, Director of Instructional Personnel, and Mr. John Blank, Executive Assistant Superintendent for Curriculum and Instruction. They concur with me that we have no personal objection to the use of the form in the manner you described.

As you know, we have an approved teacher evaluation form which was prepared and recommended by a committee of teachers and administrators. This form cannot be supplanted. However, I shall be happy to present your teacher evaluation form to the Executive Team and request approval as a supplementary form to be used in selected schools. It is my understanding that you would secure the consent of all affected principals and teachers who would use the form.

bmc
cc: Mr. John Blank
Dr. Douglas McBriarty

Appendix L

The following pages served as basic reading materials for teachers at Eisenhower Elementary School. In addition to the enclosed information, the following three books were on hand in the professional library and also served as reading material which was closely connected with the evaluation form:

Classroom Questions: What Kinds? (Sanders, Norris, Harper & Row, New York, 1966

Reinforcement (Hunter, Madeline, TIP Publications, El Segundo, California, 1967)

How to Use Contingency Contracting in the Classroom (Homme, Lloyd, et al, Research Press, Champaign, Illinois, 1969)

Appendix L (Cont'd)

EVALUATING INTERACTION IN YOUR TEACHING TEAM

by

Robert E. Burke

The trend in education today is to move toward some semblance of team teaching. More and more schools are taking this approach in the structuring of their organization. Sometimes little money is spent in preparing for team teaching in the school. Sometimes a great deal of money is spent. Sometimes the teachers going into the new situation are given no training whatsoever. In other situations elaborate training is given. Usually, however, the training is given prior to going into the situation. Typically, a consultant will come in, work with the staff in group dynamics and other group-related activities and then the team will be set free to plan the curriculum approaches and the organization for the school instruction. In the vast majority of cases, there is no apparatus set up for the continuing evaluation of the teams which are organized. The teams are left to sink or swim on their own. The fortunate teams swim and some do it rather well; others flounder all year and still others sink outright. It is vitally important for people who have spent much of their teaching lives by themselves in a classroom to have some way to step back and look at their own operations within a group. It is also vitally important for staff members with little or no experience as teachers in a classroom to have a way to evaluate their interaction with the others within a team. Furthermore, all members need to evaluate the interaction techniques of the team as a unit. The suggestion here is that there is a need for the implementation of an ongoing evaluation system. Below are listed several factors which could be used as standards in evaluating the progress of a team of teachers. These factors fall in two main areas, personal characteristics and team characteristics. It is suggested here that teams periodically, perhaps every six to ten weeks, look at themselves in an "evaluating session", if you will. It is suggested that

possibly a disinterested party could play the role of the evaluator in asking questions, asking for examples of various items or various factors under consideration. This person could play the role of the devil's advocate or agent provocateur. This person would encourage interaction among the teammates as far as the discussion of the factors is concerned. Let us examine first the personal characteristics. These are characteristics that each team member should consider:

1. Flexibility in Planning -- Here we are considering how individual planning relates to group planning. If a person consistently requires 72 hours notice concerning schedule changes, we could hardly consider him flexible in his planning. Yet, in a team situation, emergencies do arise with six, or eight, or ten people on a team, and some adjustment has to be made in planning. A person who is consistently resistant to a change of plans can isolate himself from his teammates as well as cause resentment on the part of his teammates.
2. Flexibility in Working with Others -- It is essential in a team situation to compromise. The inflexible person in this case feels that his way is the best way of doing things, or that one way and only one way is the best way of doing things. There is no gray, just black or white, good or bad. It's the best or the worst. A team situation is a learning situation and in a learning situation, new things have to be tried, new approaches taken, new methods attempted. The inflexible person here is often quite hesitant about trying anything which is not an established way of doing things. A flexible person is quite often the person who is anxious to try different ways of doing things. He is a person who will compromise, who truly "learns" in a team situation. These people prove that many heads are better than one. They experience genuine professional growth in the team situation.

3. Examine Ideas Vis-a-vis Personalities -- In the team situation many ideas are examined. Here we must guard against consideration of the source of the idea rather than the idea itself. During discussions, each member should strive for the examination of ideas involved rather than personalities involved. Objectivity is the watchword here. When personalities are considered instead of ideas, often excellent solutions to problems are completely ignored. On the other hand, when ideas are attacked or discussed in a critical way, a too-sensitive contributor often takes what is said as a personal affront. The goal of examining ideas as opposed to personalities should be brought out in the beginning of the team's operations together. If "the good of the children" is of optimal consideration, then it is important to subordinate personal feelings as to the source of an idea. The idea must be examined in an objective way. If it is truly a good idea, chances are that other people will agree and the idea will be accepted. If the idea is not accepted, it is possible that the rationale provided for the idea was weak or even unclear. Also, it is not outside the realm of possibility that the idea was not really such a great idea after all. This brings us to the next point.

4. Provide a Rationale for Ideas -- When ideas are presented in a team they should be presented with a rationale - a reason (s) for the idea. Why is it a good idea? Why should this approach be taken? A team and its members should not permit emotion to swing an idea. Simply because it is felt that an idea is good does not mean that it actually is good. There should be concrete reasons why it is good. Someone on the team should assume the role of questioner in order to elicit reasons why an idea should be accepted or rejected. This continual questioning will aid

in providing higher quality programs for children. When rationales are not provided, shallow thinking often takes place and unnecessary problems arise during implementation.

5. Search for Alternatives -- When teams first come together for problem-solving, there is a tendency on the part of most members to accept the first solutions which are proposed. This can be due to impatience or perhaps embarrassment on the part of the members who really do not feel that they should question and/or push for three, four, five, or six solutions to a problem. Generally speaking, a better tailored program can be implemented when more alternatives are generated. More alternatives mean more choices. More variables are identified.

6. Interact With Teammates -- If we look at any group we will generally find a leader who will emerge and begin to help marshall the proceedings in a particular way. This can be good. On the other hand, in every group there are people who do not interact with their teammates. If we were to look at a continuum there would be some people who would be rather verbose, and there would be others who would be quite taciturn. When the team first gets together, people who consistently fail to interact with teammates become suspect; other teammates are puzzled as to their agreement with the proceedings and, perhaps, their commitment to the programs as well. Others wonder just what it is that these people are thinking. When a team first comes together, it is necessary for everyone to speak his mind on virtually every topic under consideration. People who pander to their own feelings of shyness or inferiority hurt the team in the long run. The necessity to comment with little selectivity diminishes as time goes by because the team members are able to discern more and more of the nonverbal cues that are signalled by each member. However, when a team

is set up initially, ideally, a participation chart should show fairly equal participation all the way around the table.

7. Stay On the Subject Under Discussion -- This is one thing that is very difficult for most teams to do. It is extremely easy for the group to go off on tangents. A discussion is started, soon one thing leads to another and before long, a completely different subject is under discussion. Some teams assign a member to keep the team to the subject which is under discussion. Teams which do not guard against this straying find themselves wasting time and not solving top priority problems. Often times they do not even know the reason for this inefficiency. They are not aware that they are straying.

The second major group of factors under consideration is team characteristics. These are factors that concern the team as a whole. They involve individual people, naturally, but the effect is groupwide.

1. Clear Purpose -- The team should have a clear purpose for existing. If no purpose can be found, then dissolution should be considered. In the school situation the purpose is obviously the education of children but the team should ask itself why did this particular group get together. When a team first comes together, it should examine the purpose for which it is meeting, not the day-to-day purposes as yet, but the general philosophical aims for which the team exists. Who is here? Why are they here? What do they want to gain from the experience? What long range and short range goals should be established? This done, we need to examine the day-to-day operation. Efficient teams know exactly why they are meeting on any particular day. The most obvious way of doing this is to prepare an agenda. If an agenda is made, then the team can proceed item by item until all the purposes for meeting have been handled. When time is of the

essence, the most important items can be considered first. Other times, however, it is often expedient to take first the items which can be dispatched quickly. This way, the team can turn its efforts to the major problems which are to be considered.

2. Involvement of Members — Here we consider total involvement, both in the team meetings and outside the team meetings. During team meetings everyone must take part. It cannot be a few who do participate. All people must contribute and comment on ideas. There can be neither dominators nor "shy violets". Dominators can inhibit the group. Shy people can breed distrust by failing to vocalize their outlook. This behavior can easily be misread by others as noninvolvement. In the teaching situations, there are some people who pull off into a corner and do their teaching, operating as though there is no team at all, or that it is a very loose team. In a team situation, each day should see quite a bit of informal teaming going on. Here, we refer to a small group, two, perhaps three people, meeting and discussing matters in the morning before school; at lunch; meeting in the hall; or in the teaching space itself. Each team member should spend a thoroughly equitable amount of time on the job in relation to other team members. The person who does not pull his fair share of the load can cause real morale problems within a team. With any group you will have real workers. These are the people that spend a great amount of time on a task and produce a great amount of work. If there are several of these people on a team and one or several people who do not spend much time on team matters, it is quite possible that the team will develop into factions and, in effect, there will be two subteams or one subteam and several individual teachers.

3. Members that "Listen" to Each Other — Communication within a team is vital. Misunderstandings occur when people do not listen to each other. In discussions, we often prepare our next argument when we should be listening to what is being said. Earlier, it was suggested that it is vital for teammates to interact verbally with each other. Teammates need the opportunity to learn how each person expresses himself both verbally and nonverbally. By carefully observing teammates over a period of time, it is possible to understand how they really feel and what they are really saying about various ideas and concepts. One way for a team to discern whether they really are listening to each other is to have a discussion and require that anyone desiring to speak must satisfactorily summarize the ideas by the person speaking immediately before him. A satisfactory summary would be at the discretion of the preceding speaker; for example, if there were three people at the table, #1, #2, and #3, and #1 commented upon team interaction, then in order for #2 to speak, #2 must satisfactorily summarize what #1 has said. #1 would determine whether the summary was satisfactory or not. If it was adequate, then it would be #2's turn to speak. If it was not, then #2 and #3 would have to listen to #1 as he reiterated the points which were misunderstood.
4. Member Oriented Vis-a-vis Leader Oriented — The team should be oriented toward its members, not toward a leader. This is not to say that there should be no team leader. Consideration is given to the good of the members. The group as a whole is most important. Thus, decisions are made by the entire group, not by the leader. This approach promotes a spirit of unity. It enables the team to pool skills and ability of the entire group. Responsibility is shared and therefore members are more interested and have a stake in the objectives of the team. When everyone

is involved, everyone grows, both professionally and intellectually. When the group is considered as a whole, everyone gets a feeling of satisfaction as each member shares in the achievements of the group. It is important then that the group agree upon goals and objectives. It is important that there is a freedom from fear of criticism or ridicule, either from other members or from the team leader, if there is one. The atmosphere should be a democratic atmosphere rather than an autocratic atmosphere. It should be a place where the members feel at ease with one another. A good way to find out whether a team is member-oriented or leader-oriented is to watch the eyes when a team is meeting. If people in meeting after meeting consistently look at a particular person, this could be a clue as to who the leader is. If members speak and one person digests the information and then gives forth with "truths", chances are that this is a leader-oriented group.

5. Meetings -- Finally, we need to look at meetings. In the beginning, when the team is first operating, there is a necessity for frequent meetings. The length of the meetings will be great. Many topics will be discussed, many times people will divert from the subject under consideration. As time goes by, however, the length of the meetings tends to diminish and the necessity for frequent meetings tends to taper off also. Members should find themselves being much more efficient as their group skills are refined through practice. Occasionally there will be long meetings. However, most times it will not be necessary for the team to sit in concert for a great amount of time. As a team moves through the year, it should find that the trivia under discussion will be limited to more and more of the "big ideas".

Appendix L (Cont'd)

In evaluating a team situation, it is strongly suggested that these items under consideration here be examined every eight to ten weeks and that they be fully discussed, "brought out on the table", so to speak, when the team is first meeting together. This way the ground rules are set. There is an understanding as to what really is expected in the team situation and the team members then have a way of evaluating themselves.

Robert E. Burke
Pinellas County Schools
Clearwater, Florida

Appendix L (Cont'd)

EFFECTIVE INTERACTION IN A TEAM TEACHING SITUATION

My personal characteristics:

Flexibility in planning _____

Flexibility in working with others _____

Examine ideas (v/vpersonalities _____

Provide rationale for ideas _____

Search for alternatives _____

Interact with teammates _____

Stay on subject under discussion _____

Our team characteristics:

Clear purpose _____

Complete involvement of members _____

Members listen to each other _____

Member-oriented v/v leader-oriented) _____

Scale

1 = Always
2 = Most of the time
3 = Half 'n Half
4 = Seldom
5 = Never

Appendix L (Cont'd)

ATTENTION AND CURIOSITY

TO BE MODELED IN CLASS LECTURES

SPECIFIC OBJECTIVES: One problem that all of us face in the classroom is that of arousing and maintaining the attention of the class. Once the pupil becomes habituated to the classroom situation or is able to predict what the lesson is going to be all about, he may tend to pay less attention to what is actually being taught. If his attention span is short he may become restless rather quickly, and this of course is fertile ground for the development of disruptive behavior.

How does one go about stimulating and maintaining attention and curiosity so that pupils do not become inattentive, bored or "tune out" the teacher?

Today's session is designed to give you an opportunity to practice and develop techniques that will help you establish, maintain and stimulate attention and curiosity responses by pupils. In general, this can best be achieved by varying the stimulus situation.

YOUR GOAL IS TO ELICIT ATTENTIONAL AND CURIOSITY RESPONSES FROM PUPILS BY VARYING THE STIMULUS SITUATION IN THE CLASSROOM.

VARYING THE STIMULUS SITUATION: Certain characteristics of a stimulus or of a situation reliably produce attending responses. These characteristics determine selective attention. Their presence or absence in the classroom allow us to understand why pupils pay attention in one situation and not in another. These characteristics are outlined below.

(1) INTENSITY: An enthusiastic presentation by the teacher more effectively engages the pupil's attention than does a less colorful presentation.

(2) DURATION: Any stimulus tends to lose its arresting quality if it is maintained over a period of time. This is closely related to repetition.

(3) REPETITION: If a teacher talks at the same speed, in the same way, using the same method over a period of time, students become habituated and attention decreases. This is why it is necessary to vary the situation.

(4) NOVELTY: A stimulus or situation that is new to the pupil may effectively engage his attention. This holds true for change (often termed short-term novelty), surprise (the unexpected) and incongruity (the out of place).

(5) COMPLEXITY: The obvious and simple elicits less attention than does the situation or problem which has several facets or components that are not immediately apparent. Complexity refers to the amount of variety and diversity in the situation.

(6) CONFLICT: When one raises an issue for which there are two or more solutions that are incompatable, conflict occurs and maintains pupil attention some kind of resolution is reached.

(7) UNCERTAINTY: Ambivalence and ambiguity stimulate mental activity. One attends until he is sure of the outcome and the uncertainty is resolved.

From: M. Orme
September 29, 1967
Form: E4

(8) ATTENTION PRODUCING CUE: Words or phrases such as, LOOK! or PAY ATTENTION! elicit attending responses, as do certain gestures.

A word of caution: An uncritical or literal-minded application of these attention-determiners to the classroom may produce undesirable results. An overzealous approach would most likely result in entertainment rather than desired learning. Your techniques must lead pupils to attend to the educational problem at hand. If pupils wind up attending to your performance rather than the problem that has been selected for discussion, you have erred. This does not mean that you should be overly cautious. It simply means that you must avoid the indiscriminate inclusion of attention-determiners at any point in the lesson.

The attention producing techniques you see should allow you to stay on the relevant topic, or else help you to get into the topic. In short, not only do you want to arouse attention, you want to steer it in the right direction. In this way the educational goals that you set are more likely to be realized.

ATTENTION PRODUCING TECHNIQUES: In each of the techniques outlined below, an attempt has been made to incorporate one or more of the stimulus determinants of attention.

(1) INITIAL QUESTIONING: The initial presentation of content as a problem, as issue for discussion, or as a question capitalizes upon uncertainty to elicit pupil attention. Note that the first response the teacher makes in the lesson is in the form of a question or of posing an issue or problem.

Example: The teacher does not say: "Today we are going to study the paragraph."
But says: "Why should we study the paragraph?"
or: "Should a paragraph always begin with a topic sentence?"
or: "What do we mean by emphasis..should every paragraph have this quality?"

(2) SUPPOSITION: (Capitalizes upon uncertainty and novelty) At any point in the lesson the teacher may ask a pupil to role play for a brief period of time.

Example: T says: "Suppose you manufacture and sell an item for $10.00. This item can be marketed for only $5.00 by another country. If the foreign item goes on sale in local stores, you are going to lose business. How would you go about protecting your product? Would you seek government aid? (Here T is aiming for a discussion of and the reasons for tariff regulations). Many simple variations on this technique are possible:

1) "Suppose you are Lewis. Which route would you select as the best (easiest, most interesting, shortest)?"

2) "Suppose you are _____how would you defend (attack, develop) this point of view?"

(3) DIVERGENT THINKING: The most direct approach to classroom discussion it to encourage the class to seek the correct answer to a problem. This is convergent thinking process. An alternative to this thoroughly familiar approach is to encourage divergent thinking. The teacher encourages the class to think of all the possible alternatives before they try to reach a solution. This technique capitalizes upon diversity and variety (and also tends to forestall oversimplification), Encourage pupils to look at the problem from all angles.

Example: "Before we try to resolve the issues, can you list all of the possible causes (Characteristics, reasons, points of view, elements etc.) of the war (juvenile delinquency, confusion, novel, poem)?"

Procedure: 1) First the teacher encourages all of the relevant alternatives.
2) Then (and not before) T leads the class in critically assessing each of the proposed alternatives.

(4) RAPIDLY SHIFTING FOCUS: Rapidly directing class attention to various aspects of the situation provides short term novelty and helps maintain attention by shifting focus. The teacher (both with gestures and/or verbally) shifts class focus by saying in effect: "Look at me; look at the blackboard; look at this idea; look at the responding pupil; look at the display; look at the problem." This technique may also facilitate pupil control since a series of suggestions by an authority tends to build up a set or predisposition for the pupil to comply with subsequent directions given by the teacher.

(5) HEURISTIC QUESTIONS: Inviting pupils to "go beyond the information given," to speculate, to look at the problem in an unusual way can enhance attention because it exploits novelty, complexity and uncertainty elements in the situation.

Example: "What might have happened if . . .
a) Germany had won the war?
b) Mr. Goldwater had become president?
c) John Donne had lived in the 20th century?

"What would happen if . . . "

(6) ENFORCED DEBATE: This is a particular type of "competition" which capitalizes upon mild conflict which stimulates attention (You may use other types of competition at your discretion) The teacher requires the class or a given pupil to defend a given point of view. If pupils are asked to defend an unpopular point of view for example, this might encourage them to seriously consider its merits. The task requires them to shift their point of view, and this introduces a complexity-novelty dimension into the discussion.

(7) PROVOCATION: Apart from familiar roles such as information-giver, reinforcer, or moderator, the teacher may act as an agent provocateur. The goal is to produce attention through incongruity and novelty. This may be done in several ways.

1) The teacher may place an oversimplified or misleading interpretation on a pupil's interpretative response or opinion on some issue - particularly when the response was a cliched or all-inclusive one.

2) Having prepared the students to look for logical inconsistancies, the teacher may then go on to develop an argument based on faulty premises or gross generalizations.

3) The teacher may suggest literal interpretations of a point of view that distorts the spirit (though not necessarily the word) of the argument.

If pupils do not react to the misleading cues, the teachdr can then actively encourage them to discriminate more carefully. Depending on the maturity and ability of the group, this may be done with varying degrees of subtlety.

(8) PUPIL PREDICTION: In review lessons or those in which there is a considerable amount of new material, the teacher can vary the mode of presentation by giving students the bare facts, then requiring them to predict outcomes.

Example: T: "On the basis of this information, what do you think did (will, could, should) happen?"

In addition: "Now then, if I tell you that _____is true, what is your answer then?"

There is a generalized competitive element here. However, pupils are not being asked to guess, they are required to predict on the basis of concrete information.

(9) ATTENTION PRODUCING CUES: Certain words, phrases or gestures typically elicit attention.

Example: 1) VERBAL; "Now then...", "so?" "look," "wait," "listen!", etc.

2) NON-VERBAL: The use of a definitive gesture to say, focus class attention to the board, or decisive movement patterns when shifting from one activity to another may produce orienting or attending responses. Silence or a significant pause may also be effective. Whether verbal or non-verbal, the important thing here is to make the cue unambiguous and distinctive. The actual phrase or gesture employed is of secondary importance.

SUMMARY OF TECHNIQUES:

The techniques outlined above incorporate one or more elements of stimulus intensity, novelty, complexity, conflict, or uncertainty. They are listed below.

1. Initial questioning
2. Supposition (Role Play)
3. Encouraging Alternatives
4. Shifting Focus
5. Heuristic Questions
6. Enforced Debate
7. Provocation
8. Prediction
9. Attending Cues

This list constitutes but a small sample of the kinds of things you can do in the classroom. You should not feel constrained to limit yourself to the kinds of techniques we will be working on today. Indeed, one of the major goals of training is to stimulate your thinking about the problem and mother the development of stimulus variations which suit you and your individual teaching style.

In the training sessions today, we will emphasize six behavior patterns which we would like you to practice. The sessions are designed to help you refine and expand your stimulus variation skills in such a way that this training will transfer to your own classroom presentations.

Appendix L (Cont'd)

TRAINING BEHAVIORS*

Movement: Our interest here is in producing visual and aural sensory adjustments on the part of the pupil toward you as a stimulus object. We can generalize from theories about attention and state that a high number of these sensory adjustments, per unit time, will help the teacher keep the students attending to the message of the lesson. The teacher behavior required is that of moving throughout the lesson in a pattern which insures:

a) That on numerous occasions the teacher is perceived in both the left and right sides of the classroom.

b) That on numerous occasions the teacher is perceived in both the front and back of the teaching space.

c) That occasionally the teacher moves among and/or behind the students.

Gestures: The goal here is to get you to be more expressive and dynamic in your presentations to a class. Hand, head, and body movements are an important part of communication. The oral message alone is not as effective in conveying meaning as an oral message conbined with gestural cues. One can think of the effective communications of Marcel Marceau and Harpo Marx as one end of a continum and the relatively dry and lifeless communication of Ed Sullivan as the other end of the continuum. Maximum communicative effectiveness probably lies somewhere in between.

Focusing: The task of the teacher will be to attempt to control exactly, through a highly structured behavior, the direction of student attention. This behavior can be produced either through verbal statements, through specific gestural behaviors or by some conbination of both. Some exarples follow:

a) Verbal Focusing: "Look at this diagram!" "Listen closely to this!" "Now, here's something really important!" "Watch what happens when I connect these two points:"

b) Gestural Focusing: Teacher points to object. Teacher bangs blackboard for emphasis.

c) Combinations of Verbal and Gestural Focusing: "Look at this diagram (Teacher points to diagram)!"

Interaction Styles: The teacher will try to vary the pattern of the lesson presentation by switching to different interaction styles. Three styles are identified below:

a) Teacher - Group: The teacher is lecturing or demonstrating to all students, asks questions of the group at large and is non-specific in the presentation.

b) Teacher - Student: Here the teacher tries to make a point with or for one student or asks a particular student a question.

c) Student - Student: The teacher can take a student's response and direct it to another student for comment or clarification. Another technique is for a teacher to have one student explain something to another student. The goal here is to have the teacher withdraw briefly from the lesson by allow-student-student interactions to occur.

The deliberate patterning of these interaction styles serves to vary the context within which content is presented. This should result in a higher level of attention than would occur if only a single style were utilized (i.e., lecturing).

Pausing: The effectiveness of silence as an attention demanding behavior is well known by public speakers and little used by teachers. There is no reason to rush to fill silent spaces with talk or activity. In fact, there are some interesting events that occur when pauses are deliberately inserted into the lesson. First, a pause breaks informational segments into easily processed unity. Second, it captures attention by reducing the stimuli present (remember, attention is maintained at a high level when stimulus change occurs, not just when stimulus intensity is increased). Thirdly, it probably causes the students to "strain" for cues and direction since the situation lacks structure. Finally, a distinct pause prepares the students for the next unit of teacher behavior.

Shifting Sensory Channels: By shifting the primary sensory receptors (e.g., ears to eyes) being used by the student, a necessary set of adjustments must be made by him to receive the teacher's message. This is not a shift in reception through the same sensory channel as we discussed in the section on movement. In this case the emphasis is on the adjustments that must be made by switching the primary receptors. This should insure a higher level of attention. The behaviors the teacher must produce are those that shift the primary mode of information transfer.

Usually the teacher is conveying oral messages; these might be supplemented by visual messages through the use of blackboards, pictures, objects, etc. Tactile attention is demanded when the teacher passes around some object or asks students to adjust or manipulate some apparatus. In today's training you will be asked to give attention to the simplest kinds of sensory shifting. This is oral-visual shifting with the use of the blackboard.

When using the blackboard or any other visual media, try to rely on the visual image to convey meaning without providing any oral cues -- that is, if work "X" goes on the board, don't pronounce that this is "X". Make the student shift from listening to watching during the lesson you present. Try to incorporate this technique into your micro-lesson.

SUMMARY OF TRAINING BEHAVIORS

TEACHER MOVEMENTS

1. At various times during the lesson the teacher moves to the left, right, forward, and back of the teaching space.

TEACHER GESTURES

2. The teacher uses gestures (hand, body, and head) to help convey extra meaning in the presentation of the lesson.

FOCUSING

3. When the teacher wants to emphasize a point, it is clearly stressed through the use of gestures (e.g. pointing, banging on the board, etc.) or through the use of verbal expressions (e.g. "Listen closely," "Watch this," etc.) or by combining both gestural and verbal acts.

INTERACTIONS

4. The teacher varies the kind of participation required of the students. That is, students could be directly called on, group questions are asked, student-student interchange could occur, students could role-play, go to board, etc. The teacher is to mix these various techniques.

PAUSING

5. The teacher gives the students time to think or get ready for new ideas by using silence. That is, all teacher activity ceases for short time periods.

ORAL-VISUAL SWITCHING

6. The teacher uses visual material (words on blackboard, objects, pictures, etc.) in such a way that the student must look to get the information. That is, the teacher doesn't say what the object or word is but refers to it in the lesson, making the student look, not listen to what is going on.

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*Prepared by David Berliner, Stanford University, Summer, 1966.

Characteristics of Arresting Stimuli	PHASES OF INSTRUCTION: Motivation	Goal Setting	Initial Presentation	Response Guidance	Practice	Feedback
INTENSITY	Rapid Shifts of Focus Initial Focus		Non Verbal Skills	Self Progress Recordings	Role Play Supposition	Probing
DURATION	T. Prompt and Restatement		Rapid Shift of Focus	Individual Study		Probing
REPETITION	Shift Sensory Modes	Small Group	Shift Sensory Modes	Small Groups	Guided Discovery	Pupil Summary
NOVELTY		Pupil Prediction	Heuristic Questions	Shift Sensory Modes	Games Situations	Par Teacher Teams
COMPLEXITY	Initial Probing		Initial Questioning		Games Tutorial	T. Summary
CONFLICT	Divergent Thinking	Dissonance	Rhetorical Questions	Debate Competition	Debate Competition	——
UNCERTAINTY	Divergent Thinking		Dissonance Inductive Mode		Agent Provocateur	——

Appendix L (Cont'd)

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